

Predecessor School Ofsted Section 5 Inspection: Jan 24th/25th 2017: (Predecessor School Overall Effectiveness 3 Achievement 3 Learning & Teaching 3 Leadership & Management 2 Behaviour & Safety 2)

SWB CONTEXT & JOURNEY

NOR: 1121 PP: 51% (581) SEN: 17.6% (198) SSEN/EHC: 2% (20) LAC: 1% (8) Service (1) EAL:11% (123) IDACI (5) Attend 19/20 94.8% (NA 94.6%) P.A.11.69% (NA 13.6%) KS2 APS Y8- 27.1 (NA 27.6) Year 11= 27.3

- SWB Academy originally opened in 2009 (Sponsored by City of Wolverhampton Trust) with 500 students. The predecessor schools Parkfield High School & Bilston High School were closed as a result of very poor results
- In September 2012, the academy moved from split sites into a £25m brand new building with capacity for 1200 students. The local area is one of disadvantage and high unemployment
- There has previously been a culture of low attainment, low aspiration and acceptance of very poor behaviour at the school
- For the first four years of operation, the academy had a 'Safer Schools' Police Officer attached to the academy, due to a risk assessment of the predecessor schools, plus high levels of youth crime in the community
- In July 2017, the academy was re-brokered, leaving City of Wolverhampton Trust and joining Ormiston Academies Trust as Ormiston SWB
- Since its opening SWB has secured improvements for its students across all areas of academy life. Attainment rose from 10% A*-C EM to 39% over a four-year period and attendance from 89% to 95%
- Students arrive in the academy with standards well below the national average, (however Entry APS scores are improving). KS2 assessments/tests on entry indicate that there are many with weaknesses in literacy, processing and understanding. Previously, attainment on entry has been SIG- for all groups
- The academy recognises the challenges the students face in the Ward of Bilston East; however, these challenges do not limit the academy's expectations. (43% of children in the ward are in poverty, 46% of Year 6 classed as Obese, 24% of children in the ward have SEMH needs, Higher than National Average hospital admissions as a result of self-harm aged 10-24).
- The majority of students are from a white British heritage background. The local area is of greater than average socio-economic deprivation. (Deprivation index 0.38, NA 0.21). IDACI Index 5 (Public Health Indicators)
- The proportion whose first language is not English is low, with very few, but an increasing number in the early stages of English acquisition.
- The number of students eligible for free school meals is double the national average and the %'age having special educational needs is above the National Average, as is the proportion of EHCIP's
- All of our six largest local partner primary schools are now judged good by Ofsted. One is judged as outstanding. The academy has 35 partner primary schools, of which the main six are in the Bilston East area
- In the last 3 years the academy has been oversubscribed for 200 places each year. For September 2021 entry, we have over 350 1st & 2nd preferences. There are approximately 25 appeals per year to gain entry
- Since September 2018, expectations have been raised and consistency has been embedded. The school now has high expectations for students' behaviour and conduct. These expectations are now understood and applied consistently and fairly. As an example, phones are not allowed to be used on site and students must now wear full uniform. Students are polite and demonstrate good manners
- Leaders now support all staff in managing student behaviour. Embedded routines now allow staff ensure students follow appropriate learning routines and teaching strategies.
- SLT visibility, modelling and support for staff is now a strength as we strive to 'create the conditions' for an outstanding learning environment
- The academy has admitted above the published PAN for the last three years. The academy is the third most oversubscribed secondary school in Wolverhampton and has an excellent reputation in the community
- Based upon the 2019 (Last validated results)FFT education data lab 'Schools Like Yours' (50 schools with the most similar FSM % , KS2 Prior Attainment) SWB is placed as the 15th highest of 50 most 'similar schools' (The average P8 for similar schools in 2018 was -0.35)

The academy's response to COVID 19 RECOVERY has been comprehensive and robust. Including:

- Full plans were in place for Tier 1 & Tier 2 lockdown eventualities, including use of our home learning strategy through live Teams lessons and Class Chart
- Staggered start and entry times through different entrance points
- Year group bubbles based on their own floor/zone
- Pastoral offices and staff on each floor. Safeguarding staff on each floor
- Free breakfast & juice for all students
- Enhanced cleaning all day and fogging machine operation of the whole building every weekend
- Separate Year groups still had access to a varied choice of hot & cold lunches
- All classrooms were fully resourced and serviced by a technician on every floor
- A 30 minute C.O.R.E. extra session was added to the timetable to make up for lost learning time, focussing on **Numeracy, Literacy/Reading & Knowledge Organisers**
- We limited the number of meetings for staff & made virtual where possible, plus flexi start & end times for staff
- Modifications to behaviour policy were made in light of Covid
- Isolation room for suspected Covid cases in operation, plus first aid now goes to student with full time medical technician
- PPE and sanitiser/wipes in continue to be available in every room for staff, plus 2m teaching area for staff was in operation
- Visualizers in all classrooms to allow modelling of work
- Detailed and regular communication with parents via email, text and website
- Regular updates to parents and students regarding support for mental health, signposting and in house support. Counselling sessions delivered online

The students followed the full curriculum content with the exception of D&T, Music and Science practical activities.

SWB Lockdown Response

- Full curriculum offer online through Class Charts
- 5 lessons a day with live teacher introduction on MS Teams with TA support in the lesson
- 300 laptops and 30 wifi dongles distributed
- Weekly virtual assemblies
- Weekly and in some cases daily calls home for every child
- Pre-paid postage work packs for individual students
- Over 200 food hampers and weekly food parcels delivered
- Resources bus with equipment, stationery, sanitary products delivering weekly to the community
- V & KW school for 30 students throughout the lockdown
- Daily live ICT support helpdesk

OVERALL EFFECTIVENESS: Academy Judgement: GOOD (2)

- **We believe that Ormiston SWB is a good school. Academy leaders believe there is convincing evidence that the school is improving sustainably and securely**
- All key judgements are judged by the academy to be Good. We believe there is a clear & ambitious vision being realised through strong, shared values & practice
- Quality of Education is judged as Good (2) **We believe there is convincing evidence that from leaders' actions are in the process of bringing about improvements in this area.** P8 has risen from -0.52 (Below floor in 2015) to -0.12 (Last validated data. (Now classed as Average in 2019). Increasing to +0.24 in 2021 (COVID)
- A new Principal appointed in September 2018, plus extensive changes to the Middle and Senior Leadership Team has resulted in **higher expectations for all**
- The appointment of several new Senior Leaders and Lead Practitioners to the Learning & Teaching team has led to a trend of improvement in outcomes
- Many key areas of the academy have shown a **trend of improvement** and **capacity to further improve is secure**
- Teaching, Learning and Assessment are judged as Good, with growing pockets of outstanding practice. Leaders have an accurate evaluative understanding of current curriculum practice and have identified next steps
- Personal Development, Behaviour and Attitudes are good, with Safeguarding secure and effective
- **Attendance is securely above national average, P.A. is below national average** and strong improvement in attitudes to learning have led to improvements in student progress

OVERALL EFFECTIVENESS: KEY PERFORMANCE INDICATORS Dashboard

| Evidence/KPI | 2017/18 | 2018/19 | 2019/20 COVID | 2020/21 COVID | 2019 (VALIDATED), 2020 & 2021 vs 2018 Judgement Description Leadership Actions |
|---|--------------|---------------|---------------|---------------|--|
| P8 | -0.22 | -0.12 ↑ | +0.18 ↑ | +0.24 ↑ | <ul style="list-style-type: none"> 2019 Progress 8 is classed as Average, after having been below floor 3 years ago Trends show improvements in many headline KPIs. 2020 & 21 Progress 8 Above Average and shows clear improving trend |
| Grade 5 En/Ma - Basics | 20% | 25% ↑ | 27% ↑ | 34% ↑ | <ul style="list-style-type: none"> 2019 shows increase of 5% 2020 & 21 shows clear improving trend |
| Grade 4 En/Ma - Basics | 47% | 46% | 54% ↑ | 54% ↑ | <ul style="list-style-type: none"> 2020 & 21 shows clear improving trend is being maintained |
| Maths 9-5 / Maths P8 | 25% / -0.47 | 32% / -0.44 ↑ | 37% ↑ | 44%/+0.30 ↑ | <ul style="list-style-type: none"> 2019 shows increase of 7% and +0.04. New Director and Head of KS4 now in place 2020 & 21 shows clear improving trend is being maintained |
| English 9-5 / English P8 | 46% / -0.41 | 42% / -0.51 | 42% | 45%/-0.22 | <ul style="list-style-type: none"> 2019/20 & 21 shows 9-5 maintained in terms of (G5+ and P8) in English outcomes. New Dir in place |
| EBACC Pillar P8 | -0.51 | -0.41 ↑ | -0.05 ↑ | -0.03 ↑ | <ul style="list-style-type: none"> 2019 shows increase of +0.09 in EBACC pillar 2020 & 21 shows clear improving trend is being maintained New Head of History & Head of Geography & Head of RE in place for 2020 results |
| Science Pillar P8 | -0.18 | -0.21 | +0.13 ↑ | +0.03 ↑ | <ul style="list-style-type: none"> 2019 shows slight decrease. Staffing issues now addressed. Two new Lead Practitioners in post 2020 & 21 shows clear improving trend with positive departmental P8 |
| Humanities Pillar P8 | -0.50 | -0.80 | -0.26 ↑ | +0.03 ↑ | <ul style="list-style-type: none"> 2019 shows decrease. Staffing issues now addressed. New Head of Geography & Head of History in place 2020 & 21 shows clear improving trend |
| Languages Pillar P8 | +0.42 | -0.42 | +0.86 ↑ | +0.56 ↑ | <ul style="list-style-type: none"> 2019 shows decrease. Staffing issues now addressed. New Director in place. Department now increased to grow EBacc uptake and 3 year KS3 2020 & 21 shows large improvement due to specialist staffing |
| Boys P8 | -0.56 | -0.17 ↑ | -0.18 | -0.03 | <ul style="list-style-type: none"> 2019 shows increase of +0.35. Above National Average. (2019 Nat Av. was -0.27) 2020 & 21 shows maintaining improving trend |
| Disad | -0.42 | -0.23 ↑ | -0.15 ↑ | +0.02 ↑ | <ul style="list-style-type: none"> 2019 shows increase of +0.18. Governors and leaders have ensured funding is targeted carefully Overall P8 for PP students is significantly better than the national average for disadvantaged students 2020 & 21 shows clear improving trend |
| SWB6 A level A*-E | 87% | 93% ↑ | 100% ↑ | 100% | <ul style="list-style-type: none"> 2019 shows increase of 6%. 2020 & 21 shows improving trend |
| SWB6 Applied Attainment | 31.2 / Dist- | 28.7 / Merit+ | 35.32 ↑ | 30.27 | <ul style="list-style-type: none"> 2019 shows slight decrease. 2020 shows improvements in this area |
| SWB6 Academic Attainment | 25.2 / C- | 22.9 / D+ | 28.7 | 31.11 ↑ | <ul style="list-style-type: none"> 2019 shows slight decrease. 2020 & 21 shows improvements in this area |
| Number on Roll | 1098 | 1151 ↑ | 1160 ↑ | 1184 ↑ | <ul style="list-style-type: none"> Significantly increasing numbers of students on roll, Academy securely oversubscribed |
| 1 st Choice Prefs Year 7 (Pan 200) | 221 | 250 ↑ | (1+2 = 303) ↑ | (1+2 = 350) ↑ | <ul style="list-style-type: none"> Typically, 25 Year 6 appeals per year to gain a place at SWB |

BEHAVIOUR & ATTITUDES

| | Total 2018/19 NOR 1013 | Total 2019/20 NOR 1139 | Total 2020/21 NOR 1160 | Commentary |
|---|---------------------------|---------------------------|---------------------------|---|
| Total FTEs – Number (Incidents) | 282 | 110 | 119 | <ul style="list-style-type: none"> A new more stringent and consistent behaviour policy was introduced in September 2018. Although the number of exclusions rose, tolerance levels changed with the new drive for higher expectations and consistent application of sanctions. 2019/20 & 21 data indicates SEND & DISAD FTEs are reducing 2020/21 saw fixed term exclusions reduce pro rata compared to 2019/20 (time missed through national lockdowns) |
| Rate of FTE (Incidents/NOR) | 28% | 9.7% | 10.3% | |
| Rate of repeat FTE (2+ Incidents/NOR) | (57) 5.6% | (21) 1.8% | (25) 2.3% | |
| <ul style="list-style-type: none"> Exclusions for Term 1 and 2 were high in 2018/19. However, during Term 3 exclusions stabilised and began to reduce. The vast majority of students are embracing the new clearer more consistent sanctions and rewards. | | | | |

| Attendance (Cumulative) | | | | | | | | | Attendance |
|-------------------------|---------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| | 2018/19 | 2019/20 COVID | 2020/21 COVID | Term 1a Oct 21 | Term 1b Dec 21 | Term 2a Feb 22 | Term 2b Apr 22 | Term 3a May 22 | |
| All | 94.1% | 94.8% | 89.1% | | | | | | <ul style="list-style-type: none"> A clear change in whole school ethos to make attendance a collective responsibility – clear guidance and raising awareness of all staff, from the initial call to reception to SLT weekly agenda item Targeted interventions and new processes have been implemented rigorously Identification of subgroups and analysis to ensure targeted groups for maximum impact on data SEND and PP are key target groups with leads in these areas providing specific targets and actions SEND students attendance is improving Above Nat Av for last two years, prior to COVID There is convincing evidence that attendance is an improving trend over time |
| SEND | 86.2% | 81.4% | 88.1% | | | | | | |
| Disad | 92.3% | 93.3% | 88.5% | | | | | | |
| PA - All | 12.3% | 11.7% | 22.4% | | | | | | |
| | | | | | | | | | |

QUALITY OF EDUCATION: Academy Judgement: GOOD (2)

As a rebrokered academy (and under new leadership from September 2018), from one MAT to another. We believe we have shown elements of significant and sustained improvement. However, we understand that 2019 nationally generated, (validated) performance data may lag behind the current quality of education now evident in the school.

Context: We believe the drive and determination to improve the quality of teaching, learning and assessment has been successful and is ongoing, as our journey continues.

Intent – Curriculum design, coverage and appropriateness.

In Sept 2018, a complete curriculum & assessment review was completed and the curriculum journey was completely redesigned:

Our core purpose is to provide a **first-class education**. Every child (regardless of starting point, disadvantage, SEND) has the right to require knowledge and skills in every subject before they leave SWB. We want to create consistency across the academy. Sharing our collective knowledge of what makes for the best curriculum, teaching and assessment. **In order to achieve this, we have applied the following curriculum principles to drive our work:**

1. The curriculum provides a **map that directs what knowledge should be taught and when it should be taught.**
2. We have a **spiral curriculum** which is taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic. Each new unit **builds upon previous learning.**
3. Broad and deep factual knowledge is the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
4. Our **curriculum design supports real learning**, which requires **durable changes to long-term memory.**
5. Our curriculum is a **live document**, continually reviewed flexible and around the needs of students. **Teachers use ongoing formative and summative assessments** to guide future planning and delivery.
6. Classroom staff understanding of our curriculum and their subject is consistently strengthened through high quality CPD, bespoke around need.
 - We have elements of the **'ARK mastery programme'** in Maths & English. Students are set based on their prior attainment, but this doesn't define their curriculum and future progression.
 - The curriculum now allows for a wide range of subjects to be studied. This enabled the students a more balanced curriculum, allowing them to experience subjects they may not have studied before and ensuring they make informed choices later in their curriculum journey. **Key Stage 3**, Year 7, 8 and 9 **all follow a broad curriculum.** Students are given a **100% free choice** from the options in each pathway.
 - **All students complete the SWB C.O.R.E. entitlement.** This is the **essential knowledge** and **cultural capital** experiences of enrichment to prepare them for their future success.
 - **Our knowledge curriculum** and **C.O.R.E. experiences** are used to enhance the experience and opportunities available to children, particularly the most disadvantaged. C.O.R.E. is a taught period in all year groups

Implementation – Curriculum delivery. Teaching (Pedagogy). Assessment (Formative & Summative)

- We judge the quality of teaching to be typically good, from our own observation data, which includes lesson observations, learning walks, attainment data, in school progress data and formal book scrutinies.
- These judgments have been further triangulated by external Ormiston Lead Practitioners, Consultants and Advisors.
- There is an extremely small pocket of teaching that do not yet consistency meet our routines for learning, this is diminishing, we are coaching specific staff to ensure every lesson meets or exceeds our expectations
- Teachers have strong subject knowledge and positive relationships with students. This is strengthened with **SWB Lead Practitioners in curriculum areas, increased CPD time and regular dedicated co-planning time.**
- A consistent framework for teaching has resulted in lesson planning being effective in leading to accelerating student progress.
- Attitudes to learning have seen rapid improvements: Routines for learning have been codified, taught and reinforced resulting in a great consistency across the academy, students are keen to learn as a consequence progress has also improved. There are limited examples of low-level disruption, which are being addressed.

Impact – Attainment Qualifications and Assessments. Progress. Knowledge and skill development.

- There is **convincing evidence that the school is improving.** Students develop detailed knowledge and skills across the curriculum and, as a result, in some subjects achieve well.
- Students are ready for the next stage of education, employment or training. 2020 1.1% NEET figures (Local 3%) demonstrates students have the qualifications, knowledge and skills that meet their interests and aspirations
- Very Strong and some Outstanding teaching and learning is evident across the academy and has led to improving outcomes for students in Years 11 and 13.
- Teachers are proactive and highly engaged in their own professional development and an innovative programme of CPD and coaching supports this.
- Visible improvements in students' knowledge retention is evident via the consistent use of retrieval strategies (supported by the use of Knowledge Organisers) across the academy

Summary:

- Teaching over time across the academy is at least good with some elements of outstanding practice. Planned, personalised coaching activities and Pathway 'Support Plans' have improved the quality of teaching.
- Stretching activities, questioning and passivity in lessons have been a particular focus for improving our weaker teachers.
- CPD is relentless (All staff attend Monday 'Learning & Teaching' sessions) and there is a coherent, bespoke programme that has a clear impact that leads to improving teaching.
- Monday and Tuesday staff CPD and Quality Assurance sessions are carefully planned to link closely to L&T priorities.
- Feedback and marking are key elements of high-quality learning. Book scrutiny evidence and quality of marking evidence shows improvement of impact over time
- Formalised QA activities include; Work scrutiny, formalised learning walks. Departmental Curriculum QA reviews are robust, comprehensive and supportive.
- Student Passports are completed by Personal Tutors and provide in-depth information to support all students. Their impact can be seen in detailed differentiated teacher planning.
- Students' attitude to learning is good and can often be exemplary in lessons/corridors. Reading time (developing a reading culture) takes place throughout the academy.
- A robust NQT (now ECT) programme has successfully nurtured and developed over 40 NQTs (39 successes) over the last 5 years through effective support and modelling of good practice. The vast majority are still with SWB.

| Triangulation of QA Evidence | As Observed - September 2018 | | June 2021 | | Allocation of staff: |
|--|--|-----|--|-----|---|
| | Internal Reviews (Teaching over time/work scrutiny) | | Internal Reviews (Teaching over time/work scrutiny) | | |
| Meeting SWB expectations – Going above & beyond | 6% | 88% | 19% | 99% | SLT & Senior Directors 9 |
| Meeting SWB expectations - Strong practitioner | 52% | | 45% | | Directors of Departments 9 |
| Meeting SWB Routines for Learning - Developing practitioners | 30% | | 35% | | Lead Practitioners 5 |
| Not yet consistently Meeting SWB Routines for Learning | 12% | | 1% | | Associate Lead Practitioners 2 |
| | | | | | RQT 11 & ECT 6 |
| | | | | | New staff (not NQTs) 1 3 School Direct |

Progress Made to Date since September 2018:

- Embedded new L&T Policy and QA progresses simplifying language and systems. This has led to a robust understanding of the quality of L&T and development needs
- CPD focused around Stretch and Challenge. CPD to support staff unpick the meaning of challenge and to ensure students are thinking and working harder than staff in lessons. This included subject based collaborative planning sessions focused on stretch and challenge. Impact of CPD review via Challenge Learning Walks in which 84% of our staff demonstrated strong or better practice.
- New feedback policy has been embedded, there has been a marked improvement in the quality of feedback and the overwhelmingly majority of our books looked loved.
- Live instructional coaching takes place to ensure staff meet our non-negotiable expectations. Any staff yet to consistently meet our non-negotiables are provided with an intensive support programme
- Triangulated QA evidence from Dec 18 to July 21 shows 30% of teaching staff have demonstrated an improvement in their everyday quality of teaching.
- During 2019/20 & 21 using external and internal reviews, the curriculum has been reviewed, ensuring well sequenced learning journey's with resources that support good teaching are now in place

To improve further we need to:

- Ensure our curriculum intent and implementation are embedded securely. Ensure all students achieve highly, particularly most disadvantaged. Ensure students with SEND achieve exceptionally well.

Context:

- Students' behaviour in and around the academy has **significantly improved from a very poor baseline**. Typically, students have very encouraging attitudes towards their learning with positive relationships with staff.
- Students attendance is above national average and improving, **Persistent Absence is below** Nat Av and declining, 2020 & 21 shows a continued improving trend

Attitudes to learning

- Student's attitudes to learning and conduct in lessons and around the academy site are good and continue to improve.

Behaviour

- All students have a Personal Tutor, who they meet with every day in a tutor group. Daily Personal Tutor sessions are themed through C.O.R.E. and citizenship, literacy and numeracy through the term
- Residents and visitors to the school comment on the attitudes and behaviour of our young people. We receive many positive comments from members of the public following school visits.
- Class Charts (to which parents/carers have full access to) is used to track student's attitude and progress. Reward Milestones are rewarded with lunch 'fast passes', vouchers and 'Star Student' awards.
- Students, including those with identified behavioural difficulties, respond very well to the academy's strategies for managing and improving behaviour, which are applied consistently.
- The academy swiftly and successfully addresses any allegations/incidents of bullying that do occur, thus gaining the full confidence of students, parents and carers.
- All bullying, racist, and discriminatory incidents are tracked by the Safeguarding Team through CPOMS.
- Every year group benefits from an Associate AP of Key Stage. Director of Year (teacher) and Head of Year (non-teacher) to support and nurture the students and provide a link with parents.
- If a student is excluded, a re-integration meeting always takes place and support plans are focused on preventing further suspensions (previously called exclusion).
- The academy uses a variety of quality assured alternative provision education providers and is a member of the city 'managed move' provision. From September 2021 the academy also runs an in-house 6 week AP placement school
- A dedicated team manage attendance, safeguarding and outcomes for any students accessing alternative provision.
- The academy offers bespoke support for children identified as having SEND.
- Our student support team provides vulnerable students with complex social, emotional and mental health needs an additional layer of intervention.
- Behaviour policy is consistently applied, and typically students respond very quickly to staff instructions and requests. In class data demonstrates a reducing number of disruptions to lessons
- The school uses alternative provision effectively to support a small number of pupils who have particularly complex needs.
- We currently have 4 Key Stage 2 students attending Quality Assured AP placements, plus 2 attending AP on medical grounds. In July 2018, there were over 30 students placed on AP.
- Uniform is extremely well observed, and students take pride in their appearance

Employability

- The academy has a thriving student leadership team who are effectively led by the Head boy and Girl and their team of prefects. Numerous leadership opportunities are undertaken by these students such as staff interviews, open evenings, parents' evenings and also daily duties around the academy.
- We have an in-house careers advisor who offers impartial advice. We organise careers fairs and every student have a bespoke work experience arranged. Colleges are invited to come in and speak to our students. Those at risk of becoming NEET are identified early and we tailor individual packages to ensure they engage with a college provider.
- Confidence in the school from the community can also be seen in the huge increase to student numbers in Year 7.

Attendance and punctuality

- There is an ethos of "attendance is everyone's responsibility" and this is evident from Reception staff scripts to SLT weekly Agenda meetings; with every member of staff playing a part in the 100% attendance culture.
- Students arrive to lesson promptly and prepared to learn. Uniform is extremely well observed, and students take pride in their appearance

Respect

- Students show respect for their new building and facilities and acts of vandalism or graffiti are extremely rare. Corridor displays are well-kept, and the overall school environment is extremely well cared for.
- Students show high levels of engagement and appreciate their new surroundings, after years in substandard accommodation.
- "Star Students" are highlighted in every lesson and all staff complete a positive phone call home every week
- All students receive a free Christmas lunch
- Over 100 Christmas hampers are delivered to families from student and staff donations every year

To improve further we need to:

- Maintain student attendance at +96% and further reduce the number of fixed term exclusion incidents and repeat offenders
- Ensure students positive attitudes and working relationships continue to have an impact upon attainment
- Increasing the leadership opportunities throughout the school for pupils, ensuring that all pupils undertake some form of volunteering opportunities across the community to further develop active citizenship
- Further embed and enhance the C.O.R.E. programme with a focus on building confidence, resilience and self-esteem which impacts positively upon student attitude to learning and conduct.

PERSONAL DEVELOPMENT: Academy Judgement: GOOD (2)

Context:

At SWB we believe academic success is really important, but we don't think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of **Character, Organisation, Resilience and Excellence**. The CORE curriculum is organised into 5 parts:

1. **C.O.R.E Futures Programme** – Through Years 7 to 13, students will study and take part in an enrichment programme including visits, courses, events and activities alongside their timetabled lessons.
2. **C.O.R.E Timetabled Lesson** - Weekly 1- hour lessons in which students experience a comprehensive and progressive PSHE/Careers Programme.
3. **Personal Tutor time** – all students have a Personal Tutor who they meet daily during PT time.
4. **Subject Links** – when and where appropriate students develop their CORE within normal timetabled lessons.
5. **CORE Extra** – supporting all student's successful nurture by daily reinforcing essential skills and habits (numeracy, reading and knowledge retention). This is an addition to the curriculum in light of school closure and will be reviewed on a ½ termly basis. Each year, students will study a progressive programme*, which is, builds on previous experiences. Students CORE achievements are logged in their Academy Passport (Student Planner) over the year with ½ termly reviews/celebration and a graduation at the end of the year.

Enrichment – Enrichment visits, Roll of Honour & Sporting Successes include:

- Holland Sports Tour 2019, ARMY Work Experience Residential, Naples 2019, Geography Field Trip, 11 D of E Gold/Silver Assessment 2018, Disneyland Paris 2018 & 2019, Iceland 2018, Outward Bound Aberdovey
- Year 9/10 Girls Football; Wolverhampton Schools Runners Up 2018
- Year 7/8 Girls Football; Wolverhampton Schools Winners 2018
- Year 7 Boys Football Division 3 League Runners Up 2018. WBA foundation team players Year 8.
- Year 10 Boys 7 a side Tournament Runners Up 2018
- Summer Athletics County Representative in U14 Girls 100m/Boys U15 Javelin & Shot 2018
- 2019 Individual Success: Year 11 – England B Boxing, Two U12 Walsall FC Academy scholars, Year 8 West Midlands County Swimmer, U14 Wolverhampton Wanderers FC Academy scholar
- 2019 OAT Spelling Bee – Regional Finalist. GB Champion 2020 Year 8 Cheerleading. 2020/21 Tennis County Champion - Year 9
- 2019 OAT Most Inspirational Learner Award for Year 11 student
- Pre Covid clubs Movie Makers Club, Pound – Drum and Fitness Club, Dance, Basketball, School Music Production, Korean, IWill Club – Social Action, Girls Football, Badminton, Rugby, Debate, Gaming, School Musical/Choir, Eco, British Sign Language, Lego, Art, Netball, Football, Girls Rugby, Homework Support, Creative Writing, Run A Mile, PE Fun Friday, Gymnastics

Fundamental British Values

- Our students are regularly taught, understand and are committed to fundamental British values of democracy, the rule of law, equity and justice

Careers, Education, Information, Advice & Guidance & Preparation for next steps

- The academy is committed to providing a planned programme of CEIAG for students in all years in partnership with UCAS Progress. Gatsby Benchmarks in July 2021, we were meeting 6 out of the 8, 100%. The 2 we are not currently meeting, which has been affected by Covid are benchmark 6 Experiences of workplaces, 75% and 7 Encounters with further and higher education 95%.
- All students will leave the academy with the skills and knowledge required to support their entry to further education or employment.
- The academy actively promotes parent/carer involvement through events (continually rising), forums and ensuring access to information throughout the year
- Good partnership arrangements with the local colleges have had a positive impact on students attending college-based courses. Vocational pathways provide the students with a range of options at Key Stage 4.
- All students are provided with effective information, advice and guidance on subjects to study to ensure they have a progression pathway beyond Year 11. The academy engages with a range of external stakeholders to deliver impartial Information Advice & Guidance and careers.
- Students in KS5 are supported through their transition from FE into HE or employment. All KS5 students study Employability Skills qualification with low NEET figures and increasing numbers onto Level 3 or A-Levels.

Health & Well-being

- The ward of Bilston east (in which OSWB academy is situated) is the most deprived ward in Wolverhampton (source for all data is the local authority public health profile 2018)
- The population suffers from low levels of education compared to national and with higher unemployment than national. The rate of claiming any benefit (which includes in work benefits) is more than 25% higher in Bilston than the national average.
- Of particular concern is the level of obesity in children. According to the most recent statistics, 46% of Year 6 children in Bilston East were clinically obese. Smoking, alcohol misuse and the diabetes are all higher than the national average.
- As an academy, we intend to attempt to combat these issues by introducing a sports qualification for all students to embed the principles and importance of living a healthy lifestyle. The 'Fitness for Sport and Exercise' unit that will complement similar material in the C.O.R.E. programme and the Biology schemes of work will underpin this. This curriculum change is also influenced by the recent quote from a Wolverhampton council representative who said, "The council actively encourages the use of PE and Sport Premium funding to increase the breadth of provision of sport and physical activity across the whole school day, widening participation to less traditionally active children." September 2021 saw the introduction of a fitness suite for staff, students and community use.
- The school is compliant with statutory safeguarding guidance.
- Our website clearly highlights our safeguarding/child protection policies and procedures and a dedicated section has been created that helps signpost parents and carers to support available in the local area.

Citizenship/Equality & diversity

- Our new C.O.R.E. curriculum will develop personal values and attributes such as honesty, resilience, empathy and a respect for others
- Through the broad curriculum, including a health-based qualification for all, students will have knowledge, understanding and values to establish and maintain healthy lives
- Our PSHE programme nurtures students who can act with a moral integrity and make good choices

To improve further we need to:

- Further enhance our support and nurture for the students, ensuring they have a wider rich set of experiences. Ensure our opportunities for students to develop their talents & interest are of exceptional quality.

LEADERSHIP & MANAGEMENT: Academy Judgement: GOOD (2)

Context:

- Many key areas across the academy have shown improving trends over time.
- Our vision is clear and ambitious, for providing high-quality education to all students. We believe strong, shared values, policies and practice are now in place and are becoming embedded.
- Our CPD is focussed on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
- In our academy, we engage with our staff and are aware and take account of the main pressures on them. We are realistic in the way we manage staff, including their workload through our Staff Workload Charter
- Leadership across the academy has been further strengthened over the last 12 months through the appointment of several new senior and middle leaders and the appointment of other high-quality staff in key subject areas such as leadership of teaching, EBacc subjects and support services.

Leadership is judged to be effective due to the sustained progress in key measures

- From September 2018 an experienced Principal took up post. The Principal also performs peer-to-peer reviews across OAT academies.
- Key leaders and managers, including the LGB consistently communicate high expectations and ambition.
- Planned actions based on accurate self-evaluation through whole academy and departmental reviews to overcome Areas for Development have been concerted and effective.
- The academy works well with parents and carers to achieve positive benefits for students.
- Leaders are completing the 'Future Leaders' Programme, NPQ Programmes, BCS L7 Coaching and Masters Qualifications.
- The academy has a high success rate of developing leaders at all levels through nurture, development and talent spotting leadership potential.
- The school is well placed to continue improving students' learning and overall achievement. The Senior & Middle Leadership Team are committed and highly effective in driving forward continual improvement.
- Impact can be seen in the steady improvements to the quality of teaching, increased attendance and the improving outcomes, particularly over the last 12 months

Governance/Oversight

- There are clear policies and procedures in place including robust safeguarding training and procedures. Governance is strong under the Governing Body, which consists of a small but very experienced board.
- Parental feedback from regular questionnaires indicates a strong confidence in the school; this is also demonstrated through the large increase to the student roll.
- Despite the rapid changes there is a cohesive community ethos within the school and feedback from external consultants, as well as in-house surveys, report that staff morale is excellent.
- Learning walks with external validation and quality assurance indicate that a key characteristic of the school is the atmosphere of mutual respect between staff and students,
- There is a positive learning ethos that leads to typically excellent behaviour and attitudes to learning. The academy is working hard with a small minority of students who are struggling to meet new higher expectations.
- The academy is fully staffed, and strategic recruitment has led to excellent appointments in areas of previous weakness.
- Over the past 12 months, decisive and conclusive decisions have been made to ensure any inadequate teaching was eradicated.

Student experience

- Student leadership through the Student Prefect system is in place. Students regularly take ownership for the running of public events.
- Our new 'Personal Tutor' and **Character Organisation Resilience Excellence (C.O.R.E.)** programme fulfils the RSE requirements and ensures that SMSC, health, safety and British values are an integral part of our curriculum and explicitly taught. We are also recruiting a mental health specialist to drive specialist support forward.
- We have an excellent careers guidance programme which starts in Year 7. Work experience is tailored in Year 10 & 12 and a wealth of extra-curricular opportunities are arranged including visits from external speakers, trips to universities etc. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our CORE curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. Students are typically considerate, respectful and courteous to staff and meet our high expectations.
- The academy addresses, and takes seriously any allegations/incidents involving bullying, race, ethnicity, gender, disability or reference to social class. Incidents are dealt with swiftly and this secures confidence of students, parents and carers.
- All incidents of HSB are reported on CPOMS and dealt with immediately. Staff have received training on how to deal with reports and what constitutes HSB. Parents have been consulted and advised on how to support.

Safeguarding

- There are very few concerns expressed by parents, staff and students about behaviour and safety. A questionnaire is always completed by parents at every parents' evening and results are very positive. (99% parental satisfaction). Any concerns raised are followed up within 24 hours.
- Our school is a safe place to teach and learn. Safeguarding training and mandatory courses are an integral part of induction for new staff. 100% of our staff have received safeguarding and PREVENT training and we ensure that training is complete for new starters within five working days. We work effectively with a number of external partners to support students at risk. Staff training responds to prevalent issues within the community (informed by our police liaison officer).

Staff Development

- The academy invests heavily (both with time & financially) in staff development. Using internal, Trust wide and external programmes/coaches, including subject development in relation to exam recall
- All teachers are placed on either Pathway A, B, C or D and all staff receive differentiated training to best suit their personalised development. The academy currently has staff on the following professional development programmes:

| External CPD Programs | NPQEL | NPQH | NPQSL | NPQML | Masters in Education | Ambition Leadership | SLT Teach First Leading Together | BCS L7 Coaching & Mentoring | OAT Aspiring Leaders & SLT | PIXL/OAT Subject |
|-----------------------|-------|------|-------|-------|----------------------|---------------------|----------------------------------|-----------------------------|----------------------------|------------------|
| No. of Staff | 1 | 2 | 8 | 6 | 3 | 2 | 10 | 1 | 8 | 30 |

Staff workload and well-being

- The academy has a staff well-being counsellor available for all staff to receive confidential advice and support. Staff well-being weeks occur throughout the academic year. Centralised detentions to support staff.
- A Senior Leader has responsibility staff well-being, and this is also reported to LGB termly
- 'Thank a teacher' videos recorded by students, plus 'Hero of the Week' awards feature every week in Staff Briefing. 'Most Inspiring Classroom' is rewarded every year.
- Following extensive development with staff and students through working parties, recent new initiatives include:
 - SWB Workload Charter for staff, which outlines manageable expectations and benefits for all staff (following staff consultation). Support Staff Charter currently in development.
 - Meaningful, manageable and motivating feedback policy, including live marking (following staff consultation)

To improve further we need to:

- Enhance even further, leadership at all levels. Further enhance teachers' subject, pedagogical and content knowledge.

SIXTH FORM: Academy Judgement: GOOD (2)

Context: The Sixth Form was judged to be good in January 2017 by Ofsted and this continues to be the case.

Predecessor School Ofsted Report: January 24th & 25th 2017:

"The school has the following strengths:

Leaders and governors set high expectations for pupils and for staff.

Leaders have improved the curriculum, so that pupils are able to study a greater number of demanding subjects. Leaders promote pupils' spiritual, moral, social and cultural development well.

Provision for students on 16 to 19 study programmes is good, and many make strong progress."

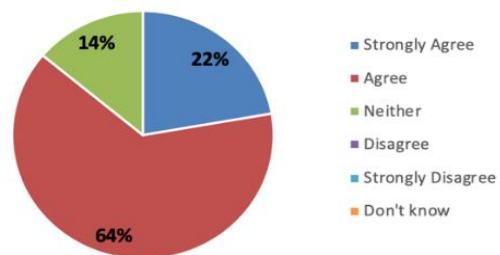
- Outcomes for students are in line with (academic) or above (vocational) national, attendance and punctuality is very good.
- Increasing numbers of students are choosing academic qualifications and all students progress onto positive destinations.
- CEIAG is very strong and students have the opportunity to engage in career experience.
- There is a strong ethos of community spirit with Sixth Form students leading on charity fundraising across the academy.
- Students are role models and ambassadors for other students.
- Value added was significantly above average and in the top 10% for Applied general.
- For disadvantaged learners, value added was significantly above average and in the top 10% for Applied general.
- Value added was significantly above average and in the top 10% for Applied general learners with prior attainment grade: C.

| Evidence/KPI | 2017 | 2018 | 2019 | 2020 COVID | 2021 COVID | Judgement Description |
|--|-------------------|------------------|-------------------|---------------|----------------|--|
| Academic: % A*-B | 22% | 31% | 13% | 40% | 24% | <ul style="list-style-type: none"> • Sixth Form outcomes for students have improved rapidly at both academic and vocational, progress is now in line with national average. A level results have improved by ¾ of a grade on average (2017 to 2018) and the improvement continues through into 2021. • Individual subjects VA is above national in some areas (e.g. Maths, Health Studies, Applied Science, Engineering) |
| %A-E | 78% | 88% | 93% | 100% | 100% | |
| Average grade (points/grade) Progress | 18.07 D- -0.27 | 25.2 C- -0.24 | 22.84 D+ -0.50 | 28.7 +0.12 | 31.11 +0.39 | |
| Vocational: Average points score grade: | Dist.+ 39.07 | Dist.- 31.25 | Merit + 28.7 | 35.32 | 30.27 | |
| Average points score points: | +0.69 | +0.67 | -0.01 | +0.53 | -0.46 | |
| En GCSE Retake pass rate Ma GCSE Retake pass rate | | 33% 53% | 100% 67% | 75% 82% | 100% 100% | |
| NEET Post-18 University applications | 0% 66% | 0% 80% | 0% 86% | 0% 92% | 0% 91% | <ul style="list-style-type: none"> • We are ambitious for students to achieve their very best, CEIAG in the Sixth Form is effective in ensuring all students achieve positive destinations. |
| Attendance Post 16 | 87% | 89.3% | 93.2% | 93% | 91% | <ul style="list-style-type: none"> • Student conduct, attendance and punctuality across the academy are very good, with students acting as role-models for younger students (e.g. reading mentors, prefects, student leadership). |

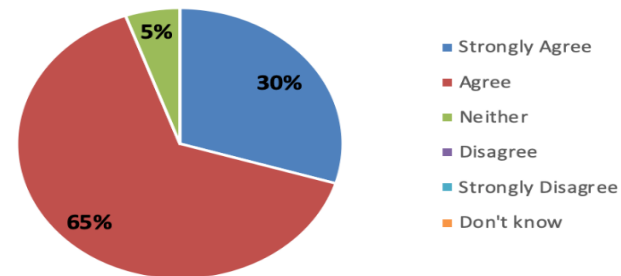
To improve further we need to:

- Marketing the SWB6 provision to ensure more students chose to stay at SWB. (Root and branch review of offer: Student voice, review of curriculum offer)
- Continue focus on personalised support to ensure positive progress for both academic and vocational subjects.
- Ensure the Sixth Form curriculum meets the demands of the most able learners by continuing to review provision for the most able e.g. Computer Science, Further Maths and MFL.
- Improve students' effective use of private study time to impact positively upon outcomes.
- Continue to develop the CEIAG/Enrichment programme to support students to make the right decisions around next steps.
- Sixth Form bursary is used to positively impact on disadvantaged learners.
- Ensure triangulation of sixth form leadership, directors and teaching staff leads to further improved outcomes.

The school is well managed and led.

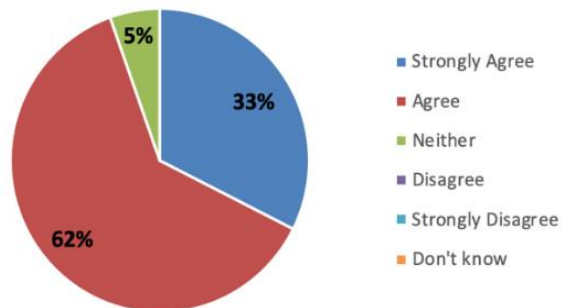


Leaders do all they can to improve the teaching at this school.

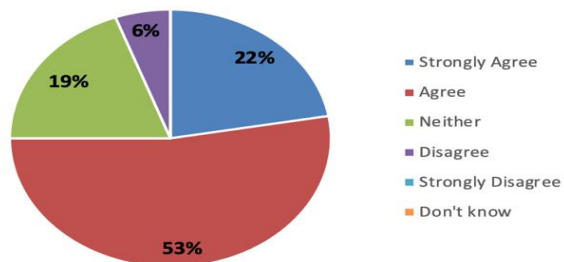


Staff Voice: January 2021

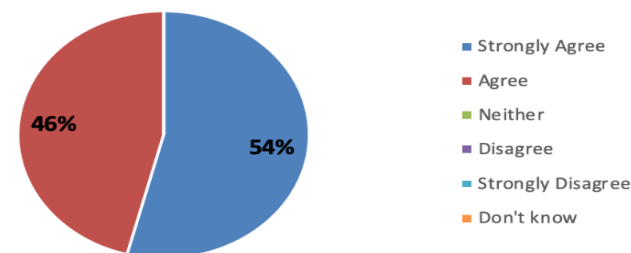
The school takes effective steps towards school improvement.



The school provides good quality and regular training.



My colleagues and I work well together.



Parental Feedback 2020-21

- 1 My child is happy at this school
- 2 My child feels safe at this school
- 3 My child makes good progress at this school
- 4 My child is well looked after at this school
- 5 My child is taught well at this school
- 6 My child receives appropriate homework for their age
- 7 This school makes sure its pupils are well behaved
- 8 This school deals effectively with bullying
- 9 This school is well led and managed
- 10 This school responds well to any concerns I raise
- 11 I receive valuable information from the school about my child's progress
- 12 I would recommend this school to another parent

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----|----------------|------------|-----------|-------------------|------------|
| 1 | 39% | 57% | 3% | 1% | |
| 2 | 43% | 53% | 3% | 1% | |
| 3 | 31% | 64% | 3% | 2% | |
| 4 | 41% | 53% | 2% | 2% | 2% |
| 5 | 33% | 61% | 2% | 2% | 2% |
| 6 | 27% | 55% | 11% | 7% | |
| 7 | 31% | 60% | 3% | 2% | 4% |
| 8 | 36% | 36% | 6% | 6% | 16% |
| 9 | 33% | 57% | 2% | 3% | 6% |
| 10 | 36% | 54% | 2% | 4% | 4% |
| 11 | 39% | 54% | 7% | | |
| 12 | Yes | 97% | No | 3% | |